

## HDR Researcher Profile

**Name:** Lisa Siegel

School of Education

**Program:** PhD



**Thesis title:** Moving towards the Gynocene: exploring the life experiences of women environmentalists.

### **Thesis Description** (key theories and methodologies):

Based on a new materialist feminist theoretical framework, this research employs a collective biography methodology in working with small groups of women environmentalists to explore how environmental agency can be understood and mediated. Collective biography is unique from other narrative forms of research in its insistence that, instead of looking at the particular autobiographical details of individual lives, the memory stories of each individual are “one facet of a whole much greater than individual selves and much bigger than human lives alone” (Davies & Gannon, 2012, p. 359). This research is not only relevant but fundamental to environmental educators and researchers as the discipline continues to grapple with Anthropocenic issues and realities.

### **Bio** (short)

Lisa holds an MA in Curriculum and Teaching (Columbia University, NY) and an MA in Social Ecology (University of Western Sydney). She is currently undertaking PhD research in the School of Education where she also works as an Associate Lecturer. Lisa is a member of both the Sustainability, Environment, and Arts in Education (SEAE) Research cluster and TeachLab. She is a skilled educator with over 20 years experience in developing and facilitating educational experiences for children, young people, and adults, primarily through the not-for-profit Centre for Ecological Learning (CEL) where she has held multiple roles over the years.

### **Publications list**

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Siegel, L., Cutter-Mackenzie-Knowles, A., & Bellert, A. (2018). Still 'Minding the Gap' Sixteen Years Later:(Re) Storying Pro-Environmental Behaviour. *Australian Journal of Environmental Education*, 34(2), 189-203.

Cutter-Mackenzie-Knowles, A., & Siegel, L. (2019). A Critical Cartography of Waste Education in Australia: Turning to a Posthumanist Framing. In WWM So, JCK Lee, and CF Chow (eds.) *Environmental Sustainability and Education for Waste Management: Implications for Policy and Practice*, Singapore: Springer Press.

Brown, S. L., Siegel, L., & Blom, S. M. (2020). Entanglements of matter and meaning: The importance of the philosophy of Karen Barad for environmental education. *Australian Journal of Environmental Education*, 1-15.

Malone, K., Logan, M., Siegel, L., Regalado, J., & Wade-Leeuwen, B. (2020). Shimmering with Deborah Rose: Posthuman theory-making with feminist ecophilosophers and social ecologists. *Australian Journal of Environmental Education*, 1, 17.

### **Principal Supervisor**

Professor Amy Cutter-Mackenzie-Knowles

### **Co-Supervisors**

Dr. Anne Bellert & Professor Lexi Lasczik